Follow-up Survey
of CTE Completers

Protocol Manual

Michigan Department of Labor & Economic Growth
Office of Career and Technical Preparation

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Introduction

The State has conducted a *Follow-up Survey of Career and Technical Education (CTE) Completers* since 1976. The survey addresses the need to show the effectiveness of federally supported programs at the local level. Data collected by districts and reporting done at the state level serves this purpose. In the case of the Follow-up Survey, districts must conduct the survey to meet the Federal mandate of Perkins III. The survey results also provide a data source from which to draw upon for other reports. This includes reports to the State legislature on funding related questions.

This guide helps to explain the survey's foundation and to guide those involved with its implementation. The guide's content is based on feedback from 58 regional delegates. These delegates provided feedback during eight focus group sessions held around the state in 2002.

Purpose

The State designed the Follow-up Survey to meet reporting needs at the federal, state and local levels. It does this by describing traits of the current group of CTE completers. It attempts to show features of continuing education and employment. At each level, the survey must provide

- Placement data for Core Performance Indicators (CPIs) for Perkins III.
  The Michigan Department of Labor & Economic Growth (MDLEG), Office of Career and Technical Preparation (OCTP) negotiated the method of measuring placement for this federally mandated reporting with the U.S. Office of Vocational and Adult Education (OVAE).
- Placement data on employment, the military, and continuing education for use in ranking programs for State Added Cost funding purposes.
- Local educational agencies with data to use for program improvement, and for local placement coordinators to use in assisting students who are not currently placed.

Federal and State Use of the Data

The survey data are used in a variety of ways at both the Federal and state levels. At the Federal level, OVAE uses the data to show the impact of CTE funding to the U.S. Legislature. This may in turn affect future federal funding. Similarly, MDLEG uses the data to show the impact of state funding of CTE programs to the Michigan legislature. Additional data uses by the state include

- Ranking programs to allocate Added Cost funds.
- Program review consideration of the data in answering questions such as "Are CTE completers finding jobs or continuing their training in a related field?"
- Reporting impact of CTE programs to the public through publications such as the MDLEG Consumer Report.

Importance of the Information

Recent changes to the survey removed items not needed for state or federal reporting. Remaining questions are used to measure placement. For the Perkins CPI 3S1, this includes items on employment, continuing education, and military service.

Validity of the Data

Each year the state does two studies to check the quality of the Follow-up Survey data. The first study uses a sample of nonrespondents, which are students that districts could not reach in the main survey. The evaluator matches data from this group to the main data to check its accuracy. Any large differences found show a bias. A bias means that the main data might not fairly represent the entire group of CTE completers. In these cases, the evaluator corrects the original estimates of the group mean. In these cases, the evaluator uses data from both groups to correct the estimates of the group mean.

The second study repeats the survey for a group of completers from a sample of fiscal agencies. The purpose of this study is to check the accuracy of the data from the main survey. A measure of the accuracy can help judge whether the survey is reliable enough.

These studies have shown that the validity of the follow-up data varies from district to district. Differences between the second sample of data and the main data range from a few to many. The studies also show that the level of accuracy dropped to new lows. Furthermore, they show that nonrespondents differ from respondents in some important ways. Clearly, low response rates may be affecting the usefulness of the data.

Survey Conditions

It is important that you understand the limits made by the conditions of any survey. These conditions help to define the survey group and ensure that you collect the data in a consistent way.

Targeted Population

The survey follows up students who completed a CTE program as an 11th or 12th grader or adult student (grade 13), whether or not the student graduated. The 12th grade *End-of-Year Enrollment and Completion Report* (4301) gives the status of each completer. Your district submits this report using the Career and Technical Education Information System (CTEIS).

Data are collected about 9 months after June of the 12th grade year. The 9-month period does leave out students who complete a program later in the year such as cosmetology students. But, it keeps the time frame consistent for all included students. (See the section on "Consistency.")

Who is a completer? The Perkins III CPI Task Force suggests that you ask the following questions to help identify a student as a program "completer".

1) Did the student complete a sequence of courses or equivalent instructional units in a recognized CTE program?

   AND

2) Does the student's GPA for this sequence of courses/instructional units equal a 2.0 or better?

3) Is the student ready to be successful in further training or post-secondary coursework related to the student's CTE sequence of courses/instructional units?

   OR

4) Is the student ready to be successfully employed based on the student's CTE sequence of courses/instructional units?

To be considered a completer, the answers to questions 1 **and** 2 must be 'yes,' and the answer to **either** question 3 **or** 4 must be 'yes'. If the answers to both 3 and 4 are 'no', the student is not a completer.

The completer designation is determined prior to follow-up and cannot be changed at the time of the survey. Refer to the CTEIS Data Code Manual for more details and a more thorough understanding of the completer designation.

Why just follow up completers? The arranged measure of placement between OVAE and OCTP states that the State will report on program completers. The State studies students who have completed a program to evaluate the impact of the entire program. **This, however, does not bar your district from following-up other students if they so desire.**

Time Frame

Completing a CTE program means that the student is ready to be employed. Many CTE completers will go on to school or into training. Others, however, will move right into the workforce. Therefore, data on the status of completers 9 months after they leave high school is important. Added information, such as student status five years following high school, would be nice to know. In fact, some districts do conduct a five-year follow-up survey. However, at this time, the State does not require that agencies do so.

Why conduct a 9-month follow-up? The State selected a time frame 9 months after June of the 12th grade year for three reasons. First, the process needed a reference point that would be long enough to allow students ample time to get a job or enroll in continuing education. Second, the time frame had to allow the State ample time after survey submission to compile the data, and prepare and disseminate the reports for use by the districts. Third, it had to allow the data to reach districts by September for your planning purposes. Currently, you must submit your data in early May for the State to meet its time lines.

Time Line of the Follow-up Process

Activities for the follow-up process begin in December (See Attachment A). Early in the process, staff review forms, and prepare and distribute district packets. The process allows you **10 weeks to conduct the survey**. You have from the second week in February to the last week in April. The Survey Support Center (SSC) is to receive your data the first week of May and has until the first week of September to compile and report the data back to the districts. Attachment A also shows three delinquency notices sent for failure to submit data in a timely manner. The State sends them between the beginning of June and July if you fail to meet your timelines.

Recommended Survey Format

Phone surveys typically attain higher response rates than mail surveys. For this reason, the State recommends using a phone survey format. Some districts have found it useful to send a mail survey in advance and then phone completers who do not respond. The 9-month timeframe, however, seriously limits this practice. You would have to be prepared to mail the survey within the first couple of days of receiving it and make a short response time. Whatever time you do use for the mail out will limit the time left to conduct the phone survey. At best, the mail out might reduce the number of phone calls needed by 10-15%. When you factor the cost of paper, envelopes, labels, stamps, and the time to do the mail out against the cost of phone calls, it may not be beneficial.

Relationship to Other Surveys

You may find, from time to time, that the Follow-up Survey relates to another survey you need to conduct. When this is the case, you should avoid calling students more than once to collect similar information. Instead, you should combine the surveys and call the students only once. When you conduct the combined survey, however, you must still meet all requirements of the CTE Follow-up Survey. This includes item wording and reporting time lines.

Unduplication Process

The End of Year Enrollment and Termination Report (4301) requires school districts to select <u>one</u> program in which to count the student. If the student is in 11^{th} or 12^{th} grade, CTEIS automatically selects the program in which to follow up the student (see rules for unduplication of enrollment in Attachment B). ***Local districts are responsible for cross-checking enrollment reports between buildings (such as career centers and home schools) to ensure that each student is counted only once on the 4301***. When students complete more than one program, CTEIS automatically selects the program most recently completed. However, the LEA may change the selection manually. During the interview, student respondents who completed more than one program must be asked to indicate which program they are pursing the most (see introduction script). This is the program for which they are to be reported on the follow up report.

The Interview Process

You must organize and control the interview process. Control of the process can increase the accuracy of the data you collect. The more accurate the data is, the more valid the data. Accuracy of the interview process depends upon three main factors:

1) the quality of your interviewers,
2) your ability to stay within the time frame, and
3) your ability to keep the process within the survey conditions.

If you need more than two or three interviewers, then you should provide a training session to ensure consistency of delivery among the interviewers.

Consistency

Consistency is important for obtaining accurate, reliable data. The goal is to collect the data from all students statewide in exactly the same way, at exactly the same time. The first part of the goal asks everyone to use the same survey methods. To do this, you must simply ask the survey questions exactly as they are written. Do not ad lib. The second part of the goal asks you to focus on the time frame. It stresses the importance of collecting data according to the State timeline. Districts have a little more than two months to complete the survey and submit their data. It is important to begin and end your data collection on time and submit your data by the deadline. The closer you come to achieving this goal, the more reliable the data will be.

Timing of the survey affects consistency. You contact CTE program completers about 9 months after they leave high school. Although you survey students who completed their CTE program in 11th grade 1 year and 9 months after program completion, the timing is consistent in number of months after leaving school. This is important since student status after leaving high school is of primary interest in evaluating the affect of the CTE program.

Importance of a Good Response Rate

The value of the data collected through the Follow-up Survey depends on an accurate representation of the status of all completers. For this reason, the survey response rate is of major importance. You need a good response rate to portray accurately all completers in the state. Studies show that students who respond to the survey are different from students who do not respond. For example, the 2002 Follow-up data showed that 82.6% of the completers were employed. However, a survey of those who did not respond showed that 98.4% were employed. Therefore, the placement rate for the state may actually have been higher than that reported by the districts. One explanation is that it is harder to reach students who are working. If interviewers do not make a strong effort to reach them (for example by calling in the evening and on weekends), employed students may go underrepresented. Interviewers must make every effort to ensure that the survey data represents all students. A good response rate helps to ensure a fair portrayal of all student groups. Currently, ***the State awards certificates to buildings with a response rate of 90% or greater and that submit their data on time***. (See Attachment C on Tips for Improving the Response Rate.)

Acceptable response rate. The State asks you to reach a response rate of 90-100%. Reports show phone surveys usually achieve response rates of 80-85%. The State feels that the close connection between districts and completers is good reason to expect high response. The greater number of districts reaching 100% in recent years lends support to this expectation.

The US Department of Education Core Indicator Framework adds its support for high expectations. It requires that states try to track all vocational concentrators. This means that you must survey each and every student reported to have completed an approved CTE program the previous spring. You must make a good faith effort to survey all qualified completers.

Consequences of not having a good response rate can affect the whole state. Failure by the state to show a good effort to collect data could result in sanctions against the State. This could lead to a statewide loss of Perkins funding. It is the responsibility of the OCTP to make sure that the State maintains its current level of funding. OCTP will do everything required to reach this goal. ***Institutions with response rates below 50% may be found to be in noncompliance. If noncompliant, State and/or federal funds may be withheld from the institution under the guidelines specified in the OCTP Financial Guide***. Pages Q-21 and Q-22 of the OCTP Financial Guide address this issue:

> "For the purposes of the administration of state and federal funds, the following situations are incidences for which a school district may be found out of compliance with legislative regulations. All of these issues have a basis in the federal regulations for Perkins or the School Aid legislation:
>
> - Incomplete, insufficient or late application materials.
> - On-site monitoring finds the district or career center out of compliance with the established guidelines.
> - Insufficient or no progress made toward Core Performance Indicator levels.
> - ☞ Incomplete, insufficient or late Follow-Up, enrollment and other reports.
> - A budget that is not approved prior to the expenditure of funds.
> - Incomplete, insufficient or late narrative or financial reports.
> - Non-submission of the annual Single Audit Act reports.
> - Inappropriate use of funding.
> - Non-submission of individual student enrollment data for all state approved CTE program.

☞ • Failure to provide the Department with the necessary information to reasonably carry out its function under the Act.

In circumstances where noncompliance has been established, state and/or federal funds may be withheld from an institution until the school district reaches compliance or funds may be payback/recaptured from the recipient."

Additionally, districts with one or more buildings with response rates below 50% will be required to send a representative to a technical assistance workshop before the next follow-up survey. Exceptions may be granted on a case-by-case basis at the discretion of the State.

<u>Relationship between Response Rate and Placement Rate</u>. Placement rate shows the percentage of completers in the work force who reported that they were employed or continuing their education. The calculation does not count students who do not respond to the survey. Hence, the greater the response rate, the more accurate the placement rate will be.

Making Contact

Contacting completers is the task of each interviewer. The most valid data gathered is through direct contact with the completer. However, reaching completers can be difficult. Members of the focus groups made suggestions for dealing with each challenge to help increase response rate. Below is a summary of the major challenges discussed. Attachment C also lists these and other tips for increasing response rate, and handling difficult calls and refusals.

- **Updated records**. Use emergency cards at exit to ask students for 3-4 more contact names and phone numbers before leaving school.

- **Mobility of students**. Ask students to list a "permanent address" where they may be reached. Or, have them identify someone with a stable address who would know how to reach them. Counselors could do this at an exit survey or have students complete the information on index cards.

- **When to call**. Call nights and weekends or before 9:00 am. "It's 9:00 before the student is up." ***The Telephone Consumer Protection Act (47 USC 227) states that telephone solicitation cannot occur before 8:00 a.m. or after 9:00 p.m. Though schools technically are not solicitors, the State still recommends keeping within the 8:00 am - 9:00 pm time frame***.

- **Answering machines**. Answering machines are a stumbling block. People use them to screen calls. It was helpful to leave a message stating the purpose of the call. Students were more apt to answer the next call. "A plea for help also works."

- **Caller ID**. Make your calls from the school. Students are more likely to answer if interviewers call from the school or they recognize the interviewer's name. Use a cell phone or calling cards, which do not activate Caller ID.

- **Reaching students**. A phone survey provides the highest response rates. Contact students by e-Mail to tell them of the coming survey and to get a current phone number. Ask for e-Mail accounts, especially universal accounts like hotmail accounts, before they leave school.

- **Disconnects**. Try to call a relative listed on the student's emergency card to get a current number. If that fails, try mailing a postcard to the current address or a relative. A disconnected number does not eliminate the student from the pool of completers, so you should make every effort possible to reach the student.

- **Callbacks can't get through**. Try to save one line for this purpose. The alternative is not to ask them to callback, rather give them a time when you will call.

Use of Proxies

Current state policy allows the use of proxies if you cannot reach the student. Responses from proxies are usually more limited than that obtained from students personally. Key data, however, are still valid when it is objective in nature (e.g., *Is the student currently working*?).

Interviewer Responsibilities

The interviewer's work is very important for program improvement and evaluation. Only with quality interviews can the district collect valid data. Valid data are important for learning more about the educational system in general and about how each program serves students.

You, the interviewer, must present each question impartially, without bias. Ideally, each question will mean exactly the same thing to every completer, and every given response by different completers will mean the same thing. The interviewer is responsible for achieving this ideal. The following qualities will help you achieve this ideal.

- **Be consistent.** A good interviewer strives to maintain strict standards of consistency. This is important for proper interpretation of differences in response.

- **Follow question wording exactly**. Do not "ad lib." Each completer in the state must be asked the same, identical question in the same way. Any deviation in the wording, regardless of how slight, might lead a completer to give one answer instead of another.

A single word can change the meaning. So do not "ad lib." Do not make up your own words.

- **Be objective**. Keep your voice even and void of emotion toward the question. Do not apologize or pre-empt a question with a comment. Doing so can imply that there is something wrong with asking a question. All questions are necessary and legal.

- **Follow the script**. The survey has undergone extensive revision. Instructions for conducting each item come from previous experiences. Following directions you receive in this manual and in your training sessions is critical to maintaining consistency. Again, if you are uncertain about how to ask a specific question, contact the SSC.

- **Check your work**. After each interview, BEFORE YOU HANG UP, check back through the interview form. Check all of the items, including those you skipped. Be sure that you have not skipped any questions the student should have answered. To do this, begin at the beginning of the interview. Look at the first response, then follow the skip directions (e.g., question 1 is coded "1", instructions say, "Skip to Part C"). After you hang up, take a moment to check all of your codes. If you are not sure how to code an item, contact the interviewer trainer.

- **Enjoy your work**. Your work as an interviewer is the keystone to the success of this survey. You are important and the work you do is important. Thank You!

Survey Instructions

This section presents all parts of the survey form. It addresses each question beginning with an explanation of its purpose. Coding directions needed for data entry and guidelines for continuing the flow of the survey follow. Lastly, it gives details on the uses of the data. For a few items, two added parts present typical problems with accompanying suggested solutions.

Introductory Script

Hello, this is ___ from ___. Is ____ there?

Student**:**	Hi _____. How are you?
Single program completed	_______, in _____ grade you completed a program in _________. Do you have a few minutes to answer some questions about what you're doing now? All responses will be kept confidential.
Multiple programs completed	We're talking with students who completed programs in high school. Do you have a few minutes to answer some questions about what you're doing now? All responses will be kept confidential. Our records show that you completed the _____, ____ and _____ programs. **Are you pursuing one of these more than the other?** **If yes: Which one? ___________________** **This is the class you should think about during this interview.** **If no: We can only follow up on one program. Which would you like to think about during this interview?**
Proxy:	We're talking with students who completed high school programs year to see how they're doing. [Student Name] was in the ____ class. How could I reach him/her? If unreachable You could probably answer some of the questions. It would only take a couple minutes and all response will be kept confidential.

This script introduces the survey and attempts to get the completer quickly involved. More important, it tries to do it in an informal manner. You should read word-for-word the portion of this script on multiple programs that asks the student to select a program. It is bolded for emphasis. You may modify the rest of the script to fit your own style, if necessary. But it is very important that you cover ALL of the elements in the script (purpose, program selection, confidentiality) when speaking to the respondent. If a proxy is to respond, use the proxy survey.

Part A: Current Status

1. **Let's start with what you're doing now. Are you going to school? Working?**
   Verify applicable part of answer with a statement before coding. (e.g., *Then can I say you're attending school and working?*)

   a. in a training program or attending school or college? (Complete Part B)
   b. working as an apprentice? (Complete Part B)
   c. working?
   d. on full-time, active duty in the military?
   e. on part-time duty in the military? (National Guard, reserves)

   f. Other:
   1. **unpaid leave of absence (disability, Family leave)**
   2. **on seasonal layoff**
   3. **hospitalized, or in long term care ➔Skip to Comments**
   4. **jail ➔Skip to Comments**
   5. **deceased ➔Skip to Comments**

   <u>If working, but not in school or training,</u> ➔ **Skip to Part C**.
   <u>If 'Other' only,</u> ➔ **Skip to Part D**.

Purpose: This question gathers information regarding the post-high school direction of the completer: education, training, or employment. Part a "In a training program . . ." includes those taking part in on-the-job training (OJT) programs.

Response Coding: **A code of 1=yes and 2=no is required for options a - e.** Option *f* requires that you enter one of the numeric codes from the choices given.
If the respondent is an apprentice (b), they are reported in the job for which they are being trained*, in which case Q1c=yes.

A respondent may be unsure at times whether they should be considered *working* (1c). You may explain that they are considered working even if they are on paid leave, vacation or sick leave.

The entry program will automatically code some entries for you. You do not have to key them. These include those who say they are full-time or part-time military. If the respondent is full-time military (d), then Q1c=yes and Q7=40hrs/wk. If the respondent is part-time military (e), then Q1c=yes.
There is also a failsafe mechanism should the program fail to automatically code these and you do not catch it. The evaluator's error checking program will automatically set them.

Continuation: If the respondent is continuing their education (answered 'yes' to 1a or 1b), go to Part B. If the respondent is not in continuing education, continue the interview with questions on employment in Part C. If the respondent is not in continuing education and not in the workforce, skip to Part D.

Uses of the data: This item is one of the most important sources of information about what a student is doing after high school. The CPI uses the data for Placement, required as part of receiving federal CTE Perkins funds. Local and state agencies use it to know how well programs meet the needs of students and employers. The state uses it to decide program rank for Added Cost funding purposes. It is very important that the information be complete and accurate.

*Based on Bureau of Labor Statistics use.

Part B: School/Training Lead-in Script

I have some questions about your schooling or training.

The lead-in is short and used to help direct the thought process to the topic of education or training for the next set of questions (Q2-Q4). This section is skipped if the respondent is not pursuing education or training.

2. In your major area of study or training, how much do you use the skills you learned in this program? Would you say you use them a lot, some, hardly ever, or not at all?

Purpose: This question shows the extent to which the completer's post-high school study or training relates to the career pathway chosen or the CTE received. Accept the respondent's answer. We are seeking respondents' views of how well their current work relates to their high school program. For this reason, the item is not part of the proxy survey.

Response Coding: A code of 1=a lot, 2=some, 3=hardly ever, and 4=not at all.

Continuation: If the completer says they use their skills hardly ever (3) or not at all (4), continue the interview with Q2a about future use. Otherwise, go to Q3.

Uses of the data: The item gives part of the data we need to determine whether the respondent's area of study relates to the CTE program he or she completed. The State uses the data to report related placement. This helps decide program rank for Added Cost funding purposes. ("Related" education is compared to "unrelated" education for reporting purposes).

<u>If a 3 (Hardly ever) or 4 (Not at all)</u>:

2a. Right now you don't use your training, but how much do you anticipate using it in the future . . . a lot, some, hardly ever, or not at all?

Purpose: Students beginning higher education usually need to take basic courses. These courses may not allow use of the skills of their declared major. This question tries to catch the potential relatedness of the placement.

Interpretation: "In the future" means as a junior, senior, or graduate student, if in an extended program such as medicine or architecture.

Response Coding: A code of 1=a lot, 2=some, 3=hardly ever, and 4=not at all.

Continuation: Go to Q3.

3. Where are you going to school?

Purpose: This question identifies the type of institution the completer is attending for their continued education.

Response Coding: Code 1=business or trade school or career center, 2=community college, 3=college/university, 4=military institute (such as the National Guard, West Point, Annapolis, the Defense Language Institute (DLI), Merchant Marines or any other military affiliated institute), or 5=other. Any 'other' institute must be specified.

Continuation: Go to Q4.

Uses of the data: Local agencies use this data. The state uses it with data from Q1 to report the number of students who continue their educations in each type of school.

☹ **Potential Problem**: The completer may be enrolled in one facility, but taking classes in another. For example, a student may be enrolled in an auto mechanics class at a community college that is held at an area career technical center.

☺ **Solution**: Ask the respondent where they are enrolled, or where they are registered. This is the facility of interest.

4. What type of program are you in? [Read list]

If No Current job, → **Skip to Part D**.

Purpose: This question helps to identify the type of program pursued by the completer.

Prompt: If respondent needs clarification ask, "When your study or training is complete, will you receive a Certificate, Associate's Degree, Bachelor's Degree or are you in an apprenticeship, on-the-job training program or other type of program?"

Response Coding: Code 1=apprenticeship, 2=on the job training, 3=certificate, 4=associate degree, 5=Bachelor's degree, or 6=other. Any 'other' must be specified.

Continuation: If currently unemployed, skip to Part D. Otherwise, continue with the employment lead-in.

Uses of the data: Local agencies use this data. The state uses it with data from Q1 to report the number of students who continue their educations in each type of program.

Part C: Employment Lead-In Script

> **Now, I'd like to talk about your job as it relates to your __(selected)__ program.**

The lead-in is short and used to help direct the thought process to the topic of employment for the next set of questions (Q5-Q8). (Skip to Part D if not currently employed.)

> **5. On your job, how much would you say you're using the skills you were taught? Would you say you use them . . . a lot, some, hardly ever, or not at all?**

Purpose: This question reveals whether the respondents' current job relates to the CTE program they completed or the career pathway chosen. The completer's viewpoint is needed, so the item is not part of the proxy survey.

Response Coding: A code of 1=a lot, 2=some, 3=hardly ever, and 4=not at all.

Continuation: Go to Q6.

Uses of the data: The state uses the data in reports of full- and part-time employment, hourly wage, and job satisfaction. Additionally, it is used to compute related placement, which the state uses to decide program rank for Added Cost funding purposes. ("Related" employment is compared to "unrelated" employment in reporting.)

☹ **Potential Problem**: The interviewer expects greater use of the skills than is revealed by the completer.

☺ **Solution**: Accept the respondent's answer. We are seeking the respondent's view of the relatedness of his or her current work to the high school program.

> **6. How strongly do you agree with the statement, "I am satisfied with my present job?" Do you . . . strongly agree, agree, disagree, or strongly disagree?**

Purpose: This question gives a measure of job satisfaction. The completer's viewpoint is needed, so the item is not part of the proxy survey.

Response Coding: Ask the question exactly as written, including response choices. Code 1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree.

Continuation: Go to Q8.

Uses of the data: This item gives data used when reporting job satisfaction for "related" and "unrelated" employment in state reports, and for reasons of local program improvement.

☹ **Potential Problem**: The interviewer expects a stronger or weaker response than the one given by the completer.

☺ **Solution**: Take care not to influence the respondent's choice by voice inflections or verbal comments to their choice. Accept the respondent's answer. It is possible to be satisfied with a $5/hr job. We are seeking <u>the respondent's level of satisfaction</u>.

> **7. How many hours a week do you work? ________ hrs/week**
>
> **7a. <u>If not specific</u>: Would you say it's 35 hrs a week or more? ① Yes ② No**

Purpose: Both parts of this question attempt to identify the number of hours per week worked to determine whether the employment is full-time or part-time.

Response Coding: Record the specific hours per week in Q7. If respondent is unsure, ask question Q7a. If working at least 35 hours per week, code 1=yes. If working less than 35 hours per week, code 2=no.

Continuation: Go to Q8.

Uses of the data: The data reveal whether the respondent is currently working full-time or part-time. The state uses it on various reports and interviewers may use it to help estimate hourly rate of pay.

☹ **Potential Problem**: A completer may have more than one job or work two part-time jobs.

☺ **Solution**: Combine the jobs to determine total hours worked in a week.

> **8. Including tips and commissions, how much do you make an hour?**
> **$ ______ /hr**
>
> **Skip to Comments.**

Purpose: This question tries to identify the completer's rate of pay.

Response Coding: Record hourly wage as given in the space provided. If the respondent does not report wages by hour, you need to convert them into an hourly wage rate. Base the rate on 40 hours per week or 2080 hours per year, unless the respondent in Q7 specified more or fewer average hours worked per week. Then use average hours worked per week given in Q7 to calculate hourly wage. If the respondent estimates an hourly wage, record it as given. If the respondent refuses to answer, leave it blank.

- ✦ Calculate a weekly rate based on 40 hours per week
  (e.g., $400/wk ÷ 40hrs/wk = $10.00/hr).
- ✦ Calculate a monthly rate based on 2080 hours per year
  (e.g., $1200/mo × 12mo = $14,400/yr ÷ 2080 hr/yr = $6.92/hr).
- ✦ Calculate an annual rate based on 2080 hours per year
  (e.g., $18,000/yr = $8.65/hr).

Probing: If the person is not sure how to answer the question, you may ask some probing questions to help them come to a decision. Probing questions should not influence decisions. You may say things like, "you seem uncertain, can I help?" If more than one job, you might say, "what do you think that averages per hour?" When probing, be careful not to preface.

Continuation: Skip to closing comments.

Uses of the data: The state uses the data when reporting hourly wage for "related" and "unrelated" employment in state reports. These data when applied to specific programs help disclose areas in which completers are more successful.

☹ **Potential Problem**: The completer has more than one job.

☺ **Solution**: Combine and estimate the overall hourly wage.

☹ **Potential Problem**: An interviewer is uncomfortable asking this question, so prefaces it or changes it slightly to make himself or herself feel better about asking it. A preface could influence the participant to give false data. Some could even lead to a lack of response.

There are a variety of prefaces to stay away from. Here are a few examples to avoid:

Prefaces to Avoid Using	
Type of Preface	**Sample**
Blameless	*This is confidential, but the state needs it.*
Estimates	*Approximately how much. . .* *About how much. . .*
Apologetic	*If you don't mind my asking. . .* *Would you mind me asking. . .* *I know this is sensitive, but. . .*
On guard!	*I have to ask this question.* *Now I'm going to get real personal.*
Proxy	*You may not be able to answer, but. . .*
Opt out	*This is an optional question.* *You don't have to answer if you don't want to.*

☺ **Solution**: Just read the question. There is nothing wrong with asking how much they make. And, while they have the option to refuse to answer, telling them upfront may indicate to them that you don't want them to answer. Ask it as though it's just another question – which it is –and they are more likely not to hesitate. Be nonchalant, casual about it. This will help you be objective.

☹ **Potential Problem**: The completer may want to know more information before answering.

☺ **Solution**: Here are answers to the most common questions.

Questions	Answers
Why are you asking?	*It helps us to know how our students are doing.*
Who gets this information?	*The data is reported to the district and the state, but* ***your responses are confidential. Names are not included*** *in the data that is reported.*

☹ **Potential Problem**: What is included or excluded as part of the pay rate? There are many forms of pay besides a base pay. The respondent may not be clear what is included.

☺ **Solution**: Attachment D provides a list of types of pay to include and exclude as pay based on the Bureau of Labor Statistics (BLS). Only refer to this list if the respondent asks for help.

☹ **Potential Problem**: Some completers may refuse to answer, however others may just be uncertain.

☺ **Solution**: If a person refuses to answer, clearly does not want to, then immediately skip the question and move on. However, if the person suggests that they are uncertain by saying something like "I'm not sure," then ask if they could give an estimate.

Part D: Only if Not Working

9. Are you currently looking for a job?

(Skipped if question Q1c, d or e is 'yes'.)

Purpose: This question identifies students attempting to enter the workforce.

Response Coding: Code 1=yes or 2=no.

Continuation: Upon response, go to Closing Comments.

Uses of the data: This data helps reveal whether a respondent is "in the labor force" when computing the percentage of respondents who are "unemployed, not in school and seeking work." This is reported on state reports and used locally for reasons of program improvement.

Closing Comments Script

Thank you. That's all I needed.
Now, are there any comments you'd like to make to help us improve our programs?

The closing script is short and intended to complete the call quickly and informally. Solicit comments only if responses are to be analyzed, not just listed.

The Results

Data resulting from the Follow-up Survey is compiled into 3 types of reports, combining the information in different ways. The reports are produced at 5 levels—state, CEPD, fiscal agency, operating building and home school. Reports include the data by program and may be compared to the statewide results.

Data Entry

You need to enter the data into a computerized format either during or after completing the interview process. When you enter the data, be sure to review the entries after each record to check its accuracy. You should then send the final table of results to the SSC for processing.

Reporting

The reporting process begins as soon as the SSC receives the data from all districts. Some may ask why it takes so long to get a report. Please keep in mind that processing any data before receiving all of the data would be an inefficient process. Districts that do not send their data by the deadline, delay the reporting for everyone. A large part of the delay in reporting is due to the failure of some districts to submit their data on time. Data compilation cannot begin until all of the data is in. Thirty districts delayed the reporting process in 2001 by almost two months.

Definitions

apprentice: on-the-job training through a certified program.

completer: 1 : a student the district would be willing to recommend to any employer as prepared to successfully fill an entry-level job in the occupation(s) for which the district trained the student; according to the *Career Technical Education Information system Data Code Manual 2002* it
2 : refers to a student who:

a) in 11th or 12th grade (or 13th grade if the district has adults) completed a sequence of courses or equivalent instructional units in a recognized CTE program.

b) had a GPA equal to 2.0 or better for this sequence of courses or instructional units equal.

c) has met the training requirements of an entry-level job (If the program requires two years of training to meet the requirements of an entry-level job, the student may be counted as a "completer" ONLY at the end of the second year) or is ready to be successful in further related training or postsecondary course work.

confidential: keeping responses a secret; a promise by interviewers who know the response of specific completers not to reveal those responses to anyone.

consistency: agreement of parts or features to one another.

CPI: core performance indicators.

CTE: career and technical education.

employed: receiving pay or benefits from an employer. This includes those on vacation or paid sick leave.

full-time employment: a job which offers the worker at least 35 hours a week.

labor force: the number of people available to work.

MDLEG: Michigan Department of Labor & Economic Growth.

part-time employment: a job which offers the worker less than 35 hours a week; those whose only employment is the national guard or reserves fall into this definition.

OCTP: Office of Career and Technical Preparation. An agency within the Michigan State Government responsible for overseeing programs benefiting secondary career and technical education programs.

OVAE: Office of Vocational and Adult Education. An agency within the US Department of Education responsible for overseeing federal problems benefiting career and technical education and adult education programs.

proxy: the authority or power to act for another; a person authorized to act for another.

reliability: the extent to which an instrument (survey) yields the same results on repeated trials.

response rate: the proportion of available completers responding to the follow-up survey; a person who is deceased, in jail or hospitalized would not be considered available.

school: an institution which offers a limited course of study (e.g., truck driving school, cosmetology, military college.)

SSC: Survey Support Center.

training program: any course of study which prepares the person to perform work, hence continuing their education; on-the-job training (OJT) (e.g., a program conducted by a seed company in an agricultural job, a 6-9 month training program before they start their regular job.)

validity: the extent to which an instrument measures (survey) what it purports to measure.

Attachment A: Follow-up Process & Timeline

Month	Week	Activities
Dec	1	State Finalizes survey form(s)
	2	
	3	
	4	
Jan	1	Follow-up Workshops held by Survey Support Center (SSC)
	2	SSC Prepares follow-up packets.
	3	
	4	
Feb	1	SSC mails follow-up packets to CTE regional administrators.
	2	CTE regional administrators distribute follow-up packets to local agencies. **Education agencies conduct survey.**
	3	SSC provides technical assistance to education agencies conducting survey.
	4	
Mar	1	
	2	
	3	
	4	
Apr	1	
	2	
	3	
	4	Survey data due to CTE regional administrators.
May	1	**Survey data due to SSC.**
	2	
	3	SSC attempts to contact districts or CTE regional administrators re:data not submitted.
	4	

Month	Week	Activities
Jun	1	State sends 1st delinquency notice to administrators of buildings that have not submitted their data (cc to CTE regional administrator).
	2	SSC processes data
	3	State send 2nd delinquency notice to superintendents of districts that have not submitted the data with warning that funds may be withheld or recaptured if data is not submitted (cc to building administrator, CTE regional administrator).
	4	
Jul	1	State sends 3rd and final delinquency notice to superintendents of districts that have not submitted data informing them of recommendation that state aid funds be withheld (cc to building administrator, CTE regional administrator).
	2	
	3	
	4	
Aug	1	
	2	SSC prepares reports.
	3	
	4	
Sep	1	SSC mails follow-up reports to CTE regional administrators.
	2	State sends notification of inadequate response rate.
	3	Nonrespondent and Verification studies conducted to validate data.
	4	
Oct	1	
	2	
	3	State reviews data, response rates and process for the next follow-up survey.
	4	
Nov	1	
	2	
	3	
	4	

Attachment B: CTEIS Rules for Unduplication of Enrollment

Automatic Processing will determine (without user intervention) the course section for which the student will be counted on the *4301 – Year End Report* using the following state guidelines. Please note that the user may choose to change the current 4301 course section choice (i.e., modifications were made to students' records which might effect an automatic choice) by choosing the Clear Previous Choices option.

State Guidelines:

1. The most recently completed (enrolled if none were marked as completed) wage earning (CIP 19.0101 – LME and coop excluded) course section to the end of the current school year will be chosen. Only course sections which were counted on the 4483A or 4483D report are eligible.

2. If there is more than one course section from #1, then the course section with the most contact minutes will be chosen.

3. If there is more than one course section from #2, then the course section in the CTE program with the highest added cost ranking will be chosen.

4. If there are 2 or more course sections from #3 which have the same added cost ranking, the one with the highest course number will be chosen.

Manual Processing allows the user to select the course section for which the student will be counted on the *4301 – Year End Report*. Only students with 2 or more qualifying (counted on the 4483A or 4483D reports) wage earning (CIP 19.0101 – LME or coop excluded) classes will display for the user's selection. The 4301 course section for those students with only one qualifying wage earning course section will automatically be selected.

It is highly recommended that the state guidelines below be used.

1. Choose the most recently completed (enrolled if none were marked as completed)wage earning course section to the end of the current school year. Only wage earning course sections which were counted on the 4483A or 4483D report are eligible.

2. If there is more than one course section from #1, then choose the course section with the most contact minutes.

3. If there is more than one course section from #2, then choose the course section in the CTE program with the highest added cost ranking.

4. If there are 2 or more course sections from #3 which have the same added cost ranking, then choose the one with the highest course number.

Please note that the user may choose to either automatically clear any current 4301 selection from a previous use of this utility by choosing the Clear Previous Choice option OR the user may choose the Display Previous Choice option so that they can see the current 4301 choice and change it if desired.

Attachment C: Tips for Improving Response Rates

Suggestions for Reaching Students

- Conduct a phone survey to get the highest response rates.
- Ask students for 3-4 additional contact names and phone numbers prior to leaving school, either during an exit survey or by having students complete the information on index cards.
- Ask students to identify a “permanent address” where they may be reached or of someone with a stable address who would know how to reach them.
- Ask students to complete an emergency card that identifies other family members who may be reached.
- Inform students that you will contact them for the follow-up survey and that the purpose of the survey is to improve the program.
- Send a post-card to students 1-2 weeks prior to making phone contact to let them know that you will be calling.
- Call from the school phone (to help contact people with Caller ID).
- Leave messages on answering machines saying when you will call back. Or, leave a number they can call to set up a time for the interview.
- Keep school contact records updated.
- Call in the evenings and on weekends, but no later than 9:00 p.m.
- Make at least six attempts to reach students, at different times of day and days of the week.
- Offer to call back at a more convenient time. Then set up an appointment.
- Use directory assistance and internet phone directories.
- Get college name then call information at the institution.
- Offer an incentive to students to complete the survey (such as a raffle).

Suggestions for Handling Difficult Calls

- Remember that the work you are doing is important for improving your school’s programs.
- Empathize (express understanding) when people express frustration with telephone advertisers.
- Start the call by explaining that you are calling from the school to follow-up with the student for purposes of program improvement.
- Respond to complaints by assuring the respondent that you will make sure to note their concerns. Then be sure to do so.

Refusals

- Explain purpose of survey.
- Assure respondent that they may skip questions they do not wish to answer.
- Explain that their responses will help improve the school’s program and that the school is interested in the experiences of all students who attended the program.
- Thank them for their time, even if they refuse to participate.

Attachment D: Include or Exclude from Pay*

Include as Pay

- Base Rate
- Commissions
- Cost-of-Living Allowance

- Tips
- Deadheading Pay (e.g., free tickets)
- Guaranteed Pay

- Hazard Pay
- Incentive Pay
- Longevity Pay

- On-call Pay
- Piece Rate
- Portal-to-Portal Rate
- Production Bonus

Exclude as Pay

- Attendance Bonus
- Back Pay
- Draw

- Holiday Premium Pay
- Jury Duty Pay
- Lodging Payments

- Meal Payments
- Merchandise Discount
- Nonproduction Bonus (e.g., Holiday Bonus)

- Overtime Pay
- Perquisites (an incidental profit, gain or privilege)
- Profit Sharing Payment

- Relocation Allowance
- Tuition Repayments
- Severance Pay

- Shift Differential
- Stock Bonuses
- Tool Allowance

- Vacation Pay
- Weekend Pay
- Uniform Allowance

*Based on Bureau of Labor Statistics

Notes: